SCHEME OF WORK FOR P.4 SCIENCE TERM I

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF
1	1	WORLD OF LIVING THINGS	PLANT LIFE	**Types of plants** • Flowering plants • Non flowering plants. **Flowering plants** • Definition. • Examples of flowering plants • Parts of a flowering plant. • Functions of each part. • Systems of a flowering plant **Main parts of a flowering plant** 1. Leaves - Structure - Uses of leaves. - Types of leaves. - Leaf venation **Process in leaves** • Photosynthesis • Transpiration	**Language competence** The learner: • Spells the words correctly. • Pronounce the given words correctly. Subject competences The learner: • States the types of plants. • Name the parts of a flowering plant. • Discusses the functions of parts of a flowering plant. **Subject competences** The learner: • States the type of stems • Describes the functions of stems and roots. • States the uses of flowers to man and plants to plants and man	-Guided discovery -Discussion -Demonstration -Question and answer. -Explanation - Observation	-Note taking -Drawing -Naming	Critical thinking. Problem solving. Decision making. Effective communication Appreciation	• Prepared chart. • Leaves. • flowers	Comp. Science Pupils book 4. MK integrated scie pupils bk 4

		WORLD OF LIVING THINGS	**PLANT LIFE**	**2. Stems** - Types of stems. - Function of the stem. - Ways (methods) how weak stems climb others. **3. Roots** - Describe roots. - Functions of roots. - Types of roots. **4. <u>Flowers</u>** - Definition - The structure - Functions of parts of a flower. - Uses of a flower to man and plants. **<u>Pollination</u>** • Definition. • Types of pollination. • Agents of pollination. • Characteristics of wind and insect pollinated flowers. **Fertilization** • Definition. • Where it takes place in a flower. • Reproductive parts of a	**<u>Language competence</u>** The learner:- • Pronounces the words correctly. • Spells the given words correctly. **<u>Subject competences</u>** The learner: • Defines fertilization. • Identifies the reproductive parts of a flower. • Draws different structures of flowers • Identifies the male and female parts of a flower • Defines what a flower is **<u>Language competences</u>** The learner: • Pronounces the given words correctly. • Spells' and writes the words correctly. • Make correct sentences					

				flower. *Pistil *stamen **Seeds** • Definition • Structure of seeds • Types / classes / groups of seeds. • Functions of seeds. • Difference between a seed and a fruit. **Germination** • Definition • Types of germination. • Conditions necessary for germination.	using the given words.					Mk intergrated Pri Sci BK 4 Pg 7 - 8

		WORLD OF LIVING THINGS	**GROWING CROPS**	**Crops** • Definition • Common crops grown *Maize *Sorghum *Peas, etc **Groups of crops** • Perennial crops. • Annual crops. • Definition and examples of the above groups of crops. **Garden tools** • Examples • Uses of each garden tool. • Caring for the garden tools. **Crop growing practices** **Land preparation** • Tools used. • Activities involved in land preparation. • When land is prepared (season) **Planting materials selection.** • Why it is done? • Qualities of a good planting material (viable seeds) • How different crops are planted (propagation)	**Subject competences** The learner:- • Identifies common crops grown. • States the groups of crops and explains each. • Identifies garden tools and their uses. **Language competences.** The learner: • Spells, pronounce, reads and write given words correctly. **Subject competences** The learner:- • Identifies tools used in land preparation. • Describes how different crops are propagated or planted. • Identifies methods of planting. **Language competences** The learner:- • Pronounces, spells, reads, writes and makes sentences using the given words.	-Question and answer. -Discovery -Inquiry Demonstration Observation	-Answering question -Writing -Demonstration	-Awareness -Creative thinking -Care Responsibility	• Real objects (plants) • A chart with garden tools.	
				Planting • Methods / ways of planting. • Description of the methods						

		WORLD OF LIVING THINGS	**GROWING CROPS**	**Nursery bed** • Definition • Crops first planted in a nursery bed. • Define transplanting. • Advantages and disadvantages of a nursery bed. • Hardening off **Caring for crops** • Weeding *Definition *Examples of weeds *Importance *Dangers • Manure • Watering **Pruning** • Definition • Tools • Advantages and disadvantages. **Thinning** • Definition • Advantages. **Mulching** • Definition • Examples of mulches. • Advantages and disadvantages of mulching. • Plant training	**Subject competences** The learner: • Defines a nursery bed. • Identifies crops first planted in a nursery bed. • Discusses ways of caring for crops. **Language competences** The learner:- • Reads and writes the words. • Makes correct sentences using the given words.	Discussion Question and answer. Explanation				

		WORLD OF LIVING THINGS	**GROWING CROPS**	• Staking • Gap fitting • **Pests and disease control** • Definition of pests. • Examples of pests. • Effects of pests and diseases. • Diseases of some crops. • Signs of diseases. • Ways of controlling pests and diseases to plants • **Harvesting** • Definition • When to harvest and why? • Tools used in harvesting. • **Food preservation** • Definition • Methods of preserving food. • Reasons for preserving food • **Storage** • Examples of storage pests. • Types of stores. • Qualities of a good store.	**Subject competences** The learner:- • Defines a pest. • Gives examples of pests. • Discusses ways of controlling pests and disease. **Language competences** The learner: • Pronounces, spells, reads the given words correctly. **Subject competences** The learner:- • Identifies examples of storage pests. • States the types of stores. • States reason for preserving food. **Language competences** The learner:- • Pronounces, spells the words correctly.	Discussion. Explanation.	Defining. Writing. Reading	Responsibility Concern. Honesty. Care		

		OUR ENVIRONMENT	**Weather changes around us.**	• Definition of weather and climate • Types of weather. • Elements of weather / factors • Weather struments • Structures of weather instruments.	**Subjects** The learner:- • Describes the changes in weather. • Makes accurate measurements of rainfall. • Uses thermometer to measure temperature.	-Group work. -Guided discovery. -Question and answer. -Guided discussion.	Answering both oral and written questions.	-Effective communication -Critical thinking -Creative thinking. -Problem solving.	Weather chart. Clinical thermometer A chart showing clinical thermometer.	Comprehensive book four pg. Mk.scie Bk 4 Integrated Bk. 4.
		OUR ENVIRONMENT	**Weather changes around us.**	.**Types of rainfall.** • Formation of rain/ water cycle • Advantages of rain and disadvantages. **Sunshine** • Advantages and dangers of sunshine. **Cloud cover** • Types of clouds and their characteristics. • Advantages of clouds. **Wind** • Defnition. • Instrument used to measure.	• Draws a simple weather chart. • Describes an experiment to show how rain is formed • Names the parts of thermometer. Languages. The learner:- • Explains orally the water cycle. • Pronounce, spell and write parts of a clinical thermometer. • Defines evaporation • Defines condensation • Defines transpiration			-Self awareness. -Prediction		

				• Advantages of wind. **Humidity:** • Definition. • Instrument used to measure. • Advantages of humidity. **Atmosperic pressure** • Definition. • Causes. • Instrument used. **Temperature** • Definition • Instrument used • Types of thermometer. (a) **Clinical thermoter**. - Structure. - Liquid used and reasons - Advantages of using mercury - Normal human body temperature of celcious and Fahrenheight scale. both scales.					

				(b) Minimum and miximum **thermometer.** - Structure.						
	3 **4**	**HUMAN HEALTH**	**Personal Hygiene**	**Personal hygiene.** • Definition. • Ways of keeping our body clean. • Items used in keeping our bodies clean. • Things used to keep our bodies clean. e.g - Towels - Soap - Razorblade - Water - Comb - Brushes • Importance of keeping our bodies clean. * Remove germs. * Remove dirt. *Avoid bad smell. * Keep health. * Be smart.	**Subject:** The learner should be able to:- • Define personal hygiene. • State ways of keeping our bodies clean. • Give the importance of personal hygiene. • Demonstrate clean body activities. **Language.** • Spell the words correctly. • Pronounce the words correctly. • Write the words in correct spelling.	-Discussion. -Discovery -Demonstration -Observation Question and answer.	-Combing hair. -Brushing teeth. -Washing the face. -Cutting finger nails short.	-Appreciation. -Caring. -Responsibility -Self esteem -Assertiveness Concern	- Comb - Water - Tooth paste. - Tooth brush. - Nail cutters.	MK. Intergrated primary Science Bk.

SCHEME OF WORK FOR P.4 SCIENCE TERM II

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF
1	1	HUMAN HEALTH	OUR FOOD	**OUR FOOD** • Definition: *Food *Feeding *Nutrition • **Sources of food** *Super markets *Markets *Shops *Gardens Forest • Why we eat food. (5Hs) • Uses of food in the body. • Balanced diet. *Definition *Components of balanced diet (classes of food) • Sources of food values. Carbohydrates:	**Subject:** • Defines *Food *Feeding *Nutrition *Balanced diet *Deficiency diseases • States why we eat food?. • Gives some sources of food. • Mentions some of the components of balanced diet. **Language** • Pronouncers, spell,s writes and reads words and sentences correctly. **Language competence** The learner:- • Pronounces the words	-Guided discovery -Group discussion. -Think pair share.	- Note making. - Collecting food sources of food values. -Grouping them according to food values. -Drawing and painting different food stuffs.	-Appreciation. -Care -Love Responsibility	• Real objects (food stuffs)	Comp. Science bk 4. Pg. MK integrated scie pupils bk 4 Pg.

				Vitamins Proteins **<u>Deficiency disease etc.</u>** • Definition • Examples • Causes • Sign of symptoms of each disease. • Prevention. • Ways in which food gets contaminated, bad feeding habits. • Prevention of food contamination. • Preparation of simple dishes locally.	correctly. • Spells the given words correctly.					
			HUMAN BODY ORGAN	**<u>Major body organ</u>** • Definition - Organ. • Examples of major body organs. * Eyes * Brain * Ears * Stomach	**<u>Subject:</u>** - Identifies different body organs. - Defines: Organ. - States ways of caring for our body organs. - Draws and labels body organs.	-Discussion -Guided discovery. -Question and answer. -	• Singing a song. • Note making. • Drawing. • Answering both oral and written questions.	-Selfawareness -Responsibility Confidence -Fluency. -Effective communicatio	- Chart showing body organs.	

				* Nose * Bladder * Heart * Lungs * Liver * Tongue. Kidneyd • Structure showing location of each body organ. • Structure of each part and function. • Diseases and disorders. • Care for each body organ.	Language: - Reads, pronounces, spells and writes words correctly. - Answers simple comprehension questions correctly.	Demonstration.		n -Creative thinking -Critical thinking.		
		HUMAN BODY	**THE TEETH**	**<u>TEETH</u>** • Sets of teeth. • Types of teeth and their uses. • The tooth structure. • Functions of the internal parts of the tooth. • Regions of the tooth. • Diseases and disorders of the teeth. • How to care for the teeth.	**<u>Subject</u>** The learner:- • Identifies sets of teeth. • Describes the different types of teeth and their functions. • Draws different types of teeth with correct labeling. **<u>Languages</u>** • Reads, writes, pronounces words and sentences correctly.	-Discussion. -Question and answer. -Group work. Guided discovery.	• Matching types of teeth to diagrams. • Drawing and labeling teeth structures. • Practicing brushing of teeth. • Answering oral and written questions.	-Effective communication. -Self awareness. -Critical thinking. -Problem solving. -Decision making. - Confidence -Care -Acceptance	-A chart showing different types of teeth.	Comprehensive scie Bk. 4 pg. 151 – 164. Intergrated scie. Bk. 4 pg. 112 – 118. Fountain scie. Bk. 4 pg 119 - 129

		HUMAN HEALTH	**SANITATION**	• **Definition** - Its elements (activities) • Importance of good sanitation. • Germs and diseases - Definition - Where they are found. - Types of germs - How they are spread. - Dangers of germs. - The germ cycle (4Fs). • **Rotting** - Definition - Importance of rotting - Causes of rotting. - Dangers of rotting. • Ways of protecting against germs and diseases in our environment.	**Subject** The learner:- • Identifies sanitation concerns. • Draws diagrams on transmission of germs (germ path). • Carries out activities of keeping the environment clean. • Defines rotting **Language** • Spells, write and pronounce words correctly.	-Discussion -Demonstration. -Question and answer. -Guided discovery.	-Drawing the germ path. -Answering oral and written questions. -Demonstrating way of keeping classroom clean.	-Self esteem. Effective communication. -Critical thinking. -Problem solving. -Care -Love -Respect. appreciation	• Brooms. • Dustbin • Water • Plates • Prepared chats.	Comp. scie BK. 4. Integrated Scie. Bk.4 MK. Bk. 4 pupils scie.

SCHEME OF WORK FOR P.4 SCIENCE TERM III

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF
		COMMUNICABLE DISEASES AND WORM INFESTATION	**Diarrheal diseases or faecal diseases**	• Definition of Diarrhoea. • Examples of diarrhoeal diseases. • Causes • The 4Fs • Prevention. • Dehydration (Definition) • Its causes • Signs • (Use of ORS) • Solutes • Solvent • Solution • Rehydration (Definition) • Preparation of ORS and SSS.	• Identifies diarrheal diseases. • Describes the spread of the above diseases. • Demonstrates the preparation of ORS and SSS. • Draw the structure of a tape worm. • Tell how tape worms enter our bodies. • Defines dehydration • Defines rehydration	-Demonstration -Discussion -Guided discovery -Question and answer	-Note making -Preparing ORS and SSS -Cleaning the toilet or latrines -Boiling water - Making SSS	-Critical thinking -Problem solving -Decision making -Self awareness	• Water • Sugar • Salt • Spoons • Chart showing the 4Fs	Mk integrated Pri Sci Bk 4 Pg 124 Functional intergrated Pri Sci for Ug Pg 180

2	**1**	**HUMAN HEALTH**	**VECTORS AND DISEASES**	**<u>Common Vectors</u>**
				• Definition of vectors
				• Examples of common vectors
				  • Cockroaches
				  • Ticks
				  • Bedbugs
				  • House flies
				  • Mites
				  • Rats
				  • Lice
				  • Mosquitoes
				  • Tsetse flies
					The learners:-
					• Defines vectors
					• Identifies some common disease vectors
						-Guided discovery
						-Question and answer
						Discussion.
						Observation
							- Naming
							- Drawing
							- Answering questions
							Match
								- Awareness
								- Care
								Responsibility
								-Self
									• A chart with some vectors.
									• Real vectors like cockroaches	

				* Life cycle of vectors * **Diseases spread by each vector** • Body structure • Their habitat • Their feeding habits • Their life cycles • How they protect them selves from enemies **How vectors spread diseases.** • Through bites of infected anmals • Through contaminated food • Through contaminated air • Through open wounds • Through infected insect bites **Prevention and control** • Proper hygiene • Covering food. • Spraying • Biological control. • Sleeping under a treated mosquito net.	• Describes characteristics of some disease vectors.	Field Study		awareness -Decision making Taking Decision Sharing Appreciation Effective communicatio n		

		HUMAN HEALTH	**Accidents poisoning and first Aid**	**<u>Accidents</u>** • Definition • Types of accidents • Causes of accidents • Prevention of accidents **<u>First Aid</u>** • Definition • Reasons for giving first aid. • Responsibilities of a first aider. • Qualities of a first aider. • First aid kit (box) • How to use a first aid kit. • Components of the first and kit and uses. • Places where we find first aid box	The learner:- - Names common accidents and poisoning at home, on the way to, from and at school. - States causes of accidents and poisoning. - Demonstrates how to take care of one who has taken poison. **<u>Language</u>** - Talks about common accidents. - Reads and writes words, sentences and stories about accidents.	-Guided discussion -Group work. Demonstration.	• Collecting first aid items. • Making a first aid box. • Demonstrating how to give first aid.	-Critical thinking. -Problem solving -Coping with stress. -Care Sympathy -Responsibility	-Real first aid materials. - Chart showing common accidents.	Mk intergrated Prim Sci Bk 4 Pg 154
		WORLD OF LIVING THINGS	**Animal life (Rabbits)**	**Definition of terms** • Rabbitary • Rabbit keeping **External parts of a rabbit**	**<u>Subject</u>** • Defines new terms. • Names external parts of a rabbit. • Names breeds of rabbits. • Lists examples of exotic	Guided discovery Discussion	• Drawing. • Note taking • Answering oral and written questions. .	-Effective communication. -Critical thinking. -Creative	-Prepared chart	Mk Intergrated Prim Bk 4 Pg 180

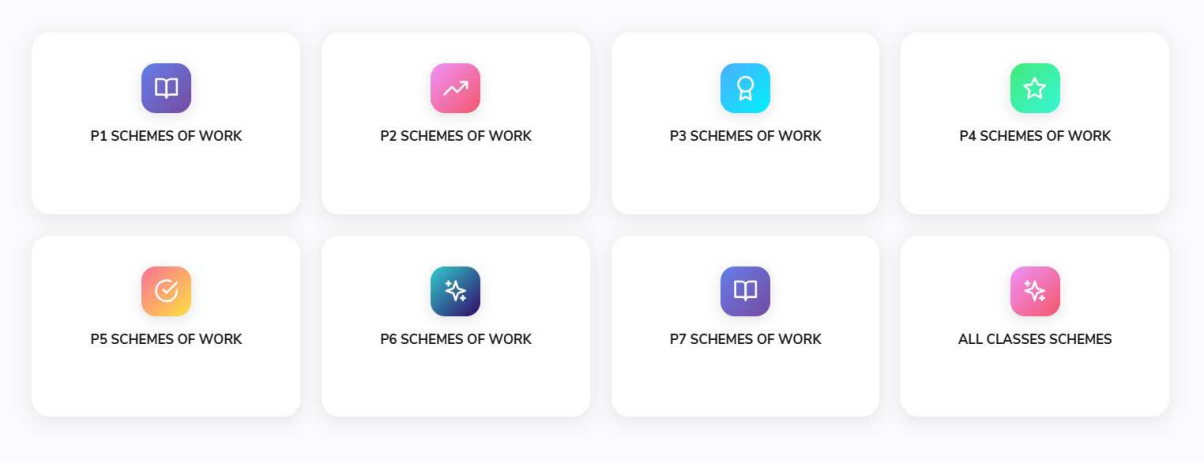
				Breeds of rabbits • Local • - Exotic • Examples of exotic breeds. Importance / uses of rabbits. • Advantages of keeping rabbits over other animals. • Housing in rabbits. • Management practices. • Diseases of rabbits and their control. • Keeping farm records.	breeds. • Explains the uses of rabbits • Describes the habitat for rabbits • Demonstrates skills in keeping rabbits. • Names diseases of rabbits and their control. • Signs of a sick rabbit • Requirements of starting a rabbitary farm	Demonstration Question and answer. Group work field trip.		thinking. -Decision making -Problem solving. -Appreciation - Patience -Care -Fluency		

		HUMAN HEALTH	**Road traffic accidents, sprains, strains, bruises** **wounds**	• Definition of road accidents. • Causes of road traffic accidents. • How to cross the road e.g. from zebra crossing. • How to prevent road traffic accidents. Injuries / Fractures **<u>Types of injuries.</u>** • Fractures (types and their first aid) • Sprains and strains (their first aid). • Dis location and its first aid. • Bruises and their first aid. • Blisters and their first aid. • Wounds and their first aid.	**Subject competences** **The learner** - Names causes of road accidents - Name road users - Demonstrates how to cross a busy road. **Language** - Talks about common injuries. - Reads , poems , posters about accidents				

			Accidents, poisoning and First Aid	• Definition of
				  • Poison
				  • Poisoning
				- Common poisons in our homes.
				- Causes of poisoning.
				- Signs of poisoning
				- First aid
				- How to prevent poisoning.					

			Intestinal worms infestation	Definition: • Intestinal worms • Parasites • Examples of intestinal worm (a) Tape worms - Structure - How it spreads - How it feeds - What it feeds on - Effect on body prevention and control (b) Hook worms • Structure • How they enter into the body. • How they feed. • Prevention and control. (c) Round worms (Nematodes) • Structure. • How they enter into the body. • How they feed. • Prevention and control. (d) Pin worms (thread worms) • Their structure • Feeding habits • How they enter the body. • Prevention and control • Whip worms • Structure • How they enter our bodies. • Their feeding habits • Prevention and control						

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